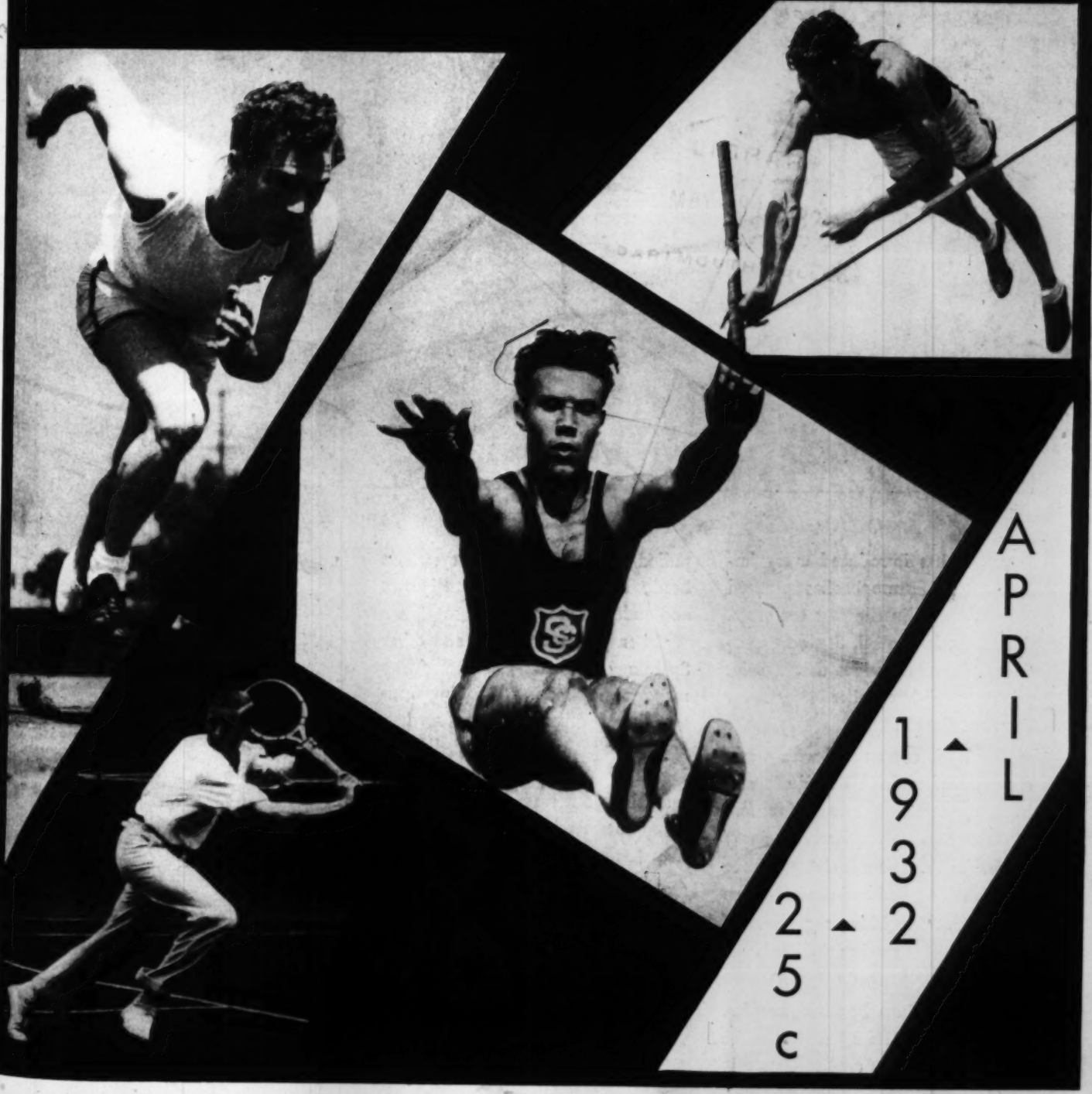


Chapel and two bats together

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APRIL, 1932

SCHOLASTIC COACH

Issued monthly for directors and coaches of high school and preparatory school athletics, and instructors in physical education by

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EDITORIAL

Members of the SCHOLASTIC COACH
ADVISORY BOARD write these
editorials

"JUST A GIRL"

BUT her foot slipped and she has always thrown the ball further than that. Anyway, she's just a little girl and she ought to have a prize. She cried all night." Thus spoke the doting father who had taken time off from business to come with a claim for his daughter, the would-be, but defeated, champion basketball distance hurler. This interview in the administrative office followed a large inter-elementary school athletic meet, run off with all of the attendant publicity, pride of the victors, and heartbreaks of the vanquished.

This father would have said to his son in the same predicament, "Be a man and take your licking." But it did not occur to him that his daughter needed the same sort of help to prepare her to play her part fairly and squarely in the world. He was willing that she should have her cake and eat it, too, because she was "just a girl"—a fact that in his mind eliminated seriousness, rules, fair play and the essentials of sportsmanship. To him, girls and their athletics constituted a pleasant indulgence, and rules of the game, where girls are concerned, a gentle joke. A similar tendency on the part of the public is rapidly disappearing because of the efforts against it made by girls and women themselves.

In the beginning, girls as well as the public got off on the wrong foot. Girls allowed themselves to be jockeyed into position as mere imitators of boys, regardless of the fact that boys and girls are anatomically, physiologically, and temperamentally different. Instead of building up their own athletic activities, suited to their capacity and needs, they turned for leadership to the men who were successfully carrying on programs for boys. They confined themselves to imitation, all the while resenting the fact that they held second place. They sought the solution of their dissatisfaction in an effort to overcome their natural handicaps by growing more and more boyish.

The pendulum is swinging, and while now, more than ever, girls want to be good at sports, they want equally to be good sportswomen.

In recent standards of general education and in the attitude of present-day young girls, there is evident a growing appreciation of qualities and interests which lead away from the aping of men. Yes, girls are thinking for themselves and they have no desire to be either curtain-raisers or trailers. Attend an annual meeting of the A.C.A.C.W. (Athletic Con-

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JACK LIPPERT, Editor

ference of American College Women) to find this out. There is, moreover, a strong unity of purpose between them and the older women who act as leaders and counselors in athletic policies and standards.

The public has not moved as rapidly as the girls. It is still either overprotective or mildly amused. It pays a higher gate receipt to a high school basketball game if a girls' game is scheduled as a curtain-raiser. It still hopes to see a hair-pulling test. Newspaper reporters still try for a laugh in describing athletic activities of girls. Girls have progressed from the romping childhood of their athletic development but the public remains uninformed of their progress.

The fact is that women are blazing their own trails. They are studying their

own needs. They are developing strength, endurance, skill, good sportsmanship. They believe that every woman needs such equipment. But they ask themselves, "How shall we direct these qualities to enrich our lives as women?" The answer is, that they should begin as children in school with an opportunity to enjoy a broad, democratic program of athletics planned to include everyone. There are those who maintain that the intensive training of the stars is the best means of interesting the many. But there is increasing support for the more direct method of concentrating attention on the average and less than average athletes. "Stars", like the big beans in the pot, will rise to the top in the general shakeup.

ETHEL PERRIN.



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FOR THE COACHING AND PHYSICAL EDUCATION DEPARTMENTS

AFTER reading several of our more potent editorials appearing in recent issues, a number of readers who, we presume, have only the best interest of football at heart, sent us letters asking us just what we stand for, if anything. One correspondent accused us of being an iconoclast, which made us boil with rage, because we feel that this is about the worst thing a person could be, outside of being an atheist or a kidnaper.

In the realm of football we believe that we stand for an awful lot, or shall we say, to avoid misunderstanding and a colloquialism, that we stand for the right thing in football. You couldn't ask for anything more than that. There are certain phases of football that we stand against, however. For the sake of phraseology we shall call them the wrong things. In brief, we don't stand for the wrong things, and we do stand for the right things. We are even going so far as to mention what we consider some wrong things.

Our Fancy Lightly Turns To Thoughts Of—

HERE it is spring, lilac time, buds bursting in air and all that. What we want to hear besides the twitting of the birds and the sigh of April breezes is the crack of bat against baseball. This wholesome sound has always been the official sign of spring as far as we were concerned. But what do we hear nowadays instead? The thump of a punted football. And it makes us very, very cross indeed to hear the thump of a football in April.

Our impulse every time we see a football at this time of the year is to go over and stick a pin in it; then to unfasten the baseball glove from the belt of our pants, and with a grand swagger proceed to order the football coach to knock out flies to us.

Call us a sentimentalist about baseball if you must; go on and feed your boys football regardless of the season and their appetite; go on and do your best to get the jump on your rivals by starting your spring football practice earlier than they start theirs; go on and go on until you bury yourself in the end zone; but don't blame us for not calling your attention to the probability that your are, by your unseasonable attention to football, depriving traditionally seasonable sports of emphasis and attention which they deserve.

IN VOICING this objection we are assuming that football has its season, and that football is a game. In the high schools we are hoping and trusting that it is being retained as a game. Of course, if it is developing into a business, we suppose that baseball, track, and tennis, and even Geometry 2 and first-year Latin, must make way for football wherever there is interference.

Then there is the question of the season. The football season, if you ask anybody, comes sometime after September first and goes sometime before Christmas. That is, if it is polite. It might be considered impolite and unsporting for a school to practice football *as a game* six months before an interschool contest is intended. We mean to say that the other schools that produce the rival teams might look askance at the practice. They will want to do the same thing, and probably will do it. Then all the schools of the vicinity will be practicing football out of season, and making it appear that the development of a winning football team is more important than the development of interest and skills in all those other sports and games which, if we may be so bold as to say so, probably develop character to no less a degree than does football.

Now here we have gone and brought up those words "character development". It slipped off our typewriter keys before we knew it. We earnestly beg your pardon, and promise not to do it again if first you will suffer with us a few moments in this final-until-September issue, while we ask you to join in a campaign to have hushed for a period of one year the phrases "character building" and "character development". A moratorium, in effect.

We don't want any one to write in and say that we said football does not build character. All life's experiences build character—some bad and some good. Football, most of us believe, has the potentialities for building good character.

Among those who might not believe as we do could be listed Professor William L. Hughes of Teachers College, Columbia University, whose speech before the recent conference on the interpretation of physical education contained some observations which command our attention. We present them:

"Coaches of athletics," Professor Hughes asserted, "have had a blind and fervent faith that they were contributing in some way to character

development and have gone on without any specific plan to secure changes in conduct.

"Character education awaits the results of the movement to analyze it before it can proceed to build on a certain foundation. The physical educator, the athletic coach, must join all the social agencies of the school in an unified character education enterprise. We should not rest content until this is accomplished.

"Although athletics are believed to provide a unique opportunity for character building, it is perhaps too much to expect present-day coaches of school and college teams under the prevailing system to accomplish much except accidental or incidental teaching of character. Much has been said in defense of the character value of athletics, but little or nothing has been said about the method of teaching these character traits. There is a paucity of scientific literature or objective facts on the subject."

Now when you undertake to measure character and character results from given activities, we believe you are in the realm of the immeasurable and unfathomable. Someone whose name we ought to remember said: "Attempting to measure character is like attempting to take the square root of a sonnet."

At any rate, let us go on playing football for the fun of it, for the cement that it gives to school spirit, for the steam that our boys let off in playing it, for the color and sociability the interschool games afford, for the sheer exhilaration of outdoor, daylight sport.

Spiritual Things

WHILE we are in this competitive frame of mind we may as well go on and unburden ourselves of another little matter that has been lying dormant in our head for some time. It pertains to *competitive spirit*, which is one of the things we in this country deal in in a big way. It is the reason Jonesy is your halfback instead of Smitty; it is the reason we are writing this editorial instead of that other guy who tried to get the job.

Well, this thing called competitive spirit is by way of being a good thing. But it is so easily polluted, we have observed, in this Land of Bank Bustups.

We commend to you John R. Tunis' article on the subject in the January *Atlantic Monthly*. Mr. Tunis, no mean competitor himself, is one of our leading

sports debunkers. His article in question, "Play Hard! What the Competitive Spirit Has Done to Us", made us quite mad. We disagree violently with some of his statements. But we are none the less glad that Mr. Tunis has the gift of writing.

At the risk of annoying you no end we quote from Mr. Tunis' article, and hasten to say in advance that it is one of his statements that we are violently opposed to:

"Whenever you hear ponderous statements about the moral values of football, when someone descants upon self-control and chivalry through sport, when you hear it said that sport is useful for the building of character—laugh."

Mr. Tunis believes that a lot of *bad character* is built by football and other competitive sports. He goes further and expresses the belief that more bad character is built than good character. But this is only his belief, based on observation, not on any so-called scientific test.

Just as we have asked football men to stop chanting the moral values of football, we will ask Mr. Tunis and other gentlemen of his critical school, to stop saying that football breeds bad character—for a period of one year, or until such a time as they can produce convincing evidence of general harm done.

As Mr. Tunis says, it is not the game but the way we play it which makes it seem obnoxious to some. We have not properly harnessed the competitive spirit.

With our sublime faith in things American, we hereby submit a theory, not original by any means, the application of which may help in making competitive spirit serve the ends of good character:

It is our theory (and our practice) to enter a game and compete, not against another team or person, but against the game. That is to say, that we strive to play our best, not with the thought of beating the other fellow (we are always sorry to have him lose), but with the thought of playing well; in fact, as best we can; to a state as close to perfection as we possibly can, in order to win. We repeat that we are always sorry that the other fellow has to lose, but if his philosophy of competitive play is like ours, he won't be having such a bad time, because he will be thinking of overcoming his own deficiencies, doing his own best to win the game, and harboring not the slightest animus toward us. It is very simple, but we suppose that you must love your neighbor in order to practice it. If your neighbor gives you an illegal elbow in the ribs when the referee isn't looking, you will have a tough time with our theory in practice. But this contingency makes it none the less a sportsman's code of honor.

No Tee for You

IN TALKING the other day with Ed Thorp, who is the oracle to whom we

always go when football rules get the upper hand on us, we had ourselves cleared up on the several points where we were a little vague. For instance, we thought that we would be allowed to tee-up our ball in kicking it off next fall (in case we would rather not punt it), but Mr. Thorp says that if he sees us teeing up the ball he will politely but firmly walk over to our 40-yard line and squash the tee with one stamp of his mighty foot.

The new substitution rule is a fine thing for the game, Mr. Thorp believes. No longer will the last quarter of a game be riddled to boredom by a continuous procession of substitutes coming on the field, because if substitutions are made when time is not out, a time-out will be charged. This new rule will encourage the substitution of players in groups of three, four, five, or six at a time.

The greatest advantage gained from the new substitution rule is the encouragement it gives to coaches to remove from the game without hesitation any player who shows signs of injury or undue fatigue. The coach, under the new rule, may remove this player, examine him and put him back in the game at any time in a subsequent quarter. The player who starts the game may be taken out in the first quarter and put back in again in the second quarter, may be removed in the second quarter and put back in again during the third quarter, and so on. If you want to take time to figure it out you will see that a player who starts the game may go on and off the field almost as often as the water boy.

The Gang's All Here

NO DOUBT the experience with the new kick-off rule which Harry Mehre and the University of Georgia squad had recently has been duplicated in many places where spring football practice is held. Coach Mehre discovered, in a practice game between Team A and Team B, that if the new kick-off rule, which allows the ball to be punted, was designed to eliminate the flying wedge from the game it only succeeded in transferring it. Now it is at the service of the kicking side. Team A, kicking-off to Team B, calls on its expert punter to punt-off to a given player, B-jones, in one of the far corners of the field. Young Mr. B-jones, almost as soon as the ball reaches his hands, finds himself ganged by Team A's flying squadron of tacklers.

They may not come in the shape of a wedge, but they will come, and with such a drive and rush that we doubt whether bicycles or horses would be of much help to them.

Shoulder Arms

HOW much military training there is in the high schools of the United States we don't know, but we should like to. It is something that doesn't get into

the public prints the way football, basketball, and baseball do, but it probably would if the military training team of one high school went out to battle the military training team of another school. Then, *and then only*, would the familiar language of the small-sized sports writer, with his frequent use of war terms to describe game situations, be justified.

Dr. William H. Kilpatrick, the distinguished educator, recently took a crack at military training, asserting that in the schools it is "morally vicious" and that saluting the flag is merely a means of keeping alive the war instinct. The D.A.R. immediately protested to Dr. Kilpatrick's faculty superior, Dr. Nicholas Murray Butler of Columbia, against "the un-American and dangerous teaching" of Dr. Kilpatrick or anyone else who would say such a thing.

In reply to the D.A.R. complaint, Dr. Butler wrote in part: "The object of a university is to seek and to proclaim the truth as a scholar may find it. . . . Dr. Kilpatrick is an American gentleman and scholar of high standing and deservedly wide influence."

According to Dr. Butler, Professor Kilpatrick is just as entitled to believe that military training is morally vicious in the schools as the D.A.R. and the American Legion are entitled to believe that it is what this country needs. If you are working for a Dr. Butler you may tell your boys and girls whatever you want, subject only to limitations set by good manners. But maybe you are not working for a Dr. Butler, in which case you are not likely to lose sight of the side of the bread the butter is on.

The Perfect Body and the Perfect Mind

WITH the celebration last month of the centenary of Goethe's death, public attention was focused on a genius to whom physical education can point without being charged with bad manners. We want to take this time-out from our usual and often trivial scrimmages of opinion on football rules, etc., to remind you that Goethe's body was as first-class as his mind, a fitting testimonial to the well-rounded and productive life which the great German lived. At death at the age of eighty-four Goethe's body was a thing of beauty, as it always had been. "The body lay naked, wrapped only in a white sheet; large pieces of ice had been placed near it to keep it fresh as long as possible. Frederick drew aside the sheet and I was astonished at the divine magnificence of the limbs. A perfect man lay in great beauty before me." So wrote the poet and friend of Goethe, Johann Eckermann.

Goethe had a passion for outdoor life; for swimming, hiking, riding, camping out in the forest, and folk dancing with the German peasants.

Young Pitchers

By ANDREW J. COAKLEY

Mr. Coakley pitched for the Philadelphia Athletics in 1902, '03, '04, '05, '06; for the Cincinnati Reds in 1907; for the Chicago Cubs in 1908, '09. He coached the Williams College teams in 1911, '12, '13; and has been coaching the Columbia University teams ever since. He is also a scout for the New York Yankees.

SINCE the pitcher plays a most important part in the winning of school games I am setting down here some of the methods I use in training young pitchers. Incidentally, I will also mention a bit of base-running strategy that should be a run-getter for high school teams.

In the practices before the season begins the high school coach should have his pitchers throw for at least two weeks before pitching to the hitters. He should have them pitch for at least seven days before they attempt to curve the ball. And the curves should be thrown slowly at first in order to give the pitchers' arms ample time to get used to the strain that throwing curves involves.

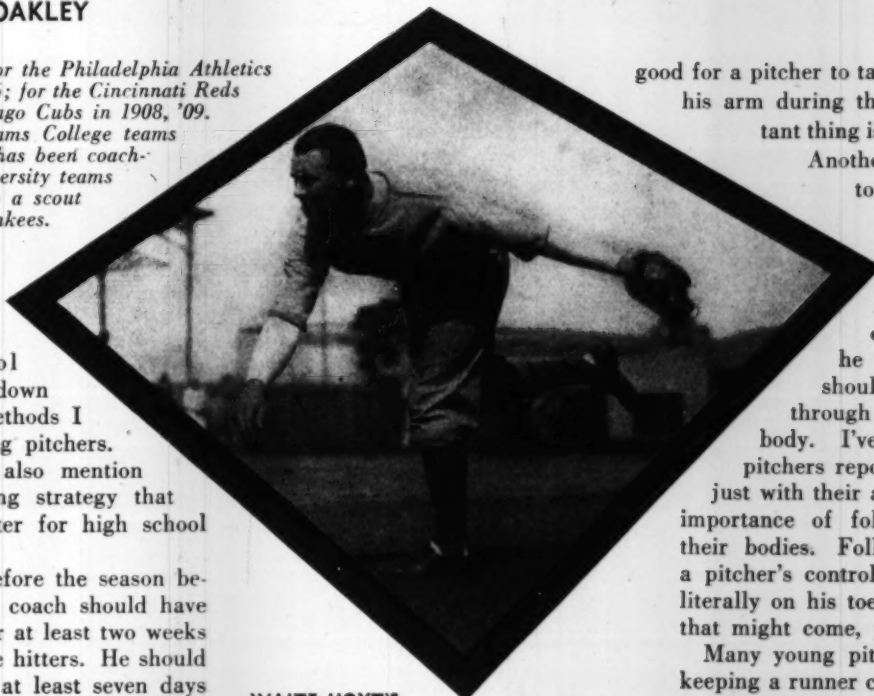
Above everything else the coach should

A Few Words About Them; and Also About a Tricky Delayed-Steal Play

good for a pitcher to take heavy exercise with his arm during the season. The important thing is to keep the arm loose.

Another point for a pitcher to remember is to keep his legs straight when standing on the rubber. If they're bent he can't get his stuff on the ball. And when he delivers the pitch he should take care to follow through completely with his body. I've had a number of pitchers report to me who pitched just with their arms, not realizing the importance of following through with their bodies. Following through helps a pitcher's control and also leaves him literally on his toes, ready for any play that might come, particularly a bunt.

Many young pitchers have trouble in keeping a runner close to first base; they usually give away their intention to throw to that base when a runner is there. A theory I used and now impart to my pitchers is to have them make up their minds to pitch to the batter and then change their minds. It is purely a mental



WAITE HOYT'S
WHOLE BODY IS IN HIS THROW

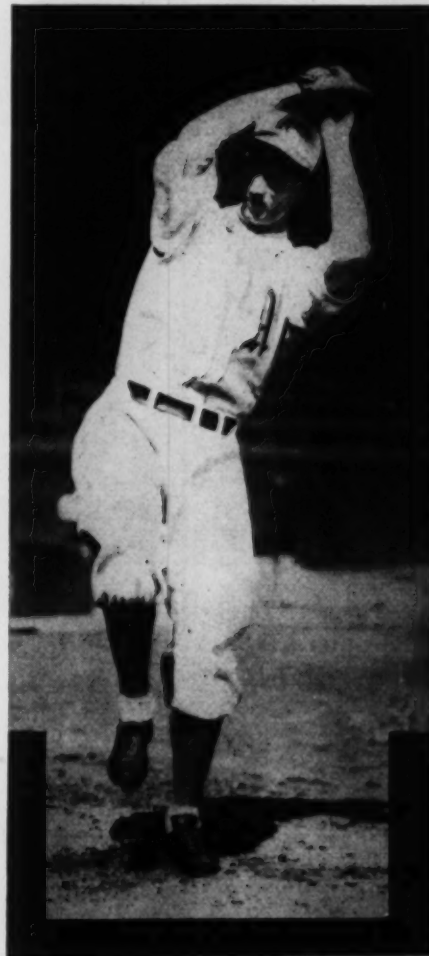
have his pitchers practice control. No pitcher can be consistently successful without acquiring control. This is where his catcher can be of invaluable aid. If he is a conscientious catcher he should insist that the pitchers in practice get every ball over the plate. Have the catcher make it a practice to hold his glove up on every pitch and make the pitchers throw to that spot. If a pitcher can throw them over the plate he can throw them anywhere.

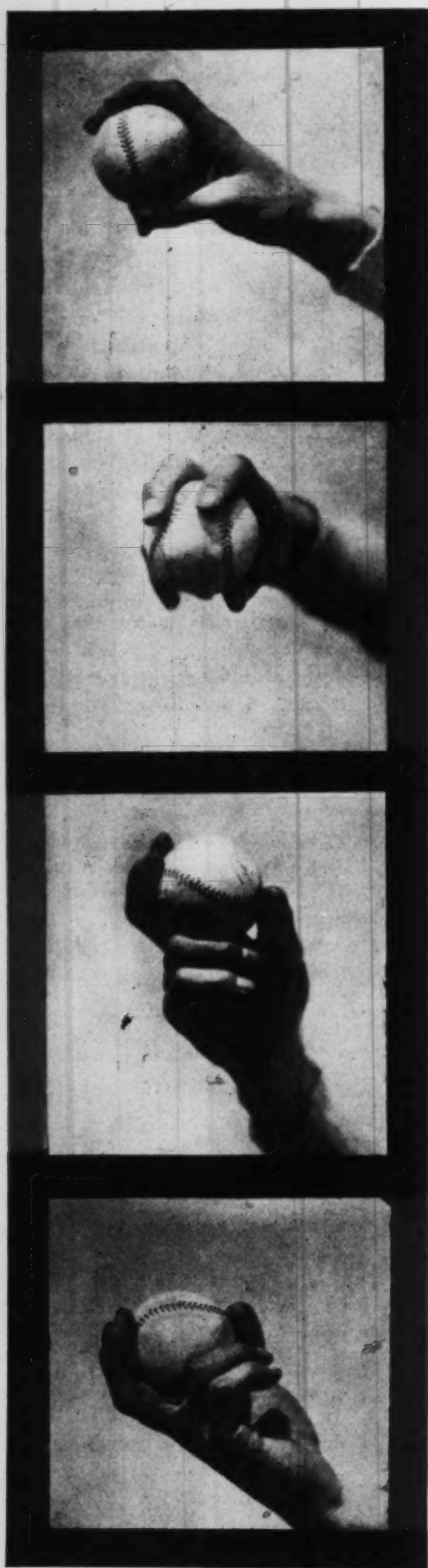
When the pitchers begin throwing curves, it is preferable that the curves break low, just above the knees, and across the plate. If a curve is breaking away from the plate the batter's natural tendency is to follow it out. But it is much more difficult to follow a ball that is breaking downwards.

A great thing for a pitcher to have is a flexible wrist. As the ball leaves a pitcher's hands he should get the snap of the wrist into the pitch. That snap of the wrist puts more stuff on the ball; converts roundhouse curves into curves that carry real, quick deception.

A PAIR of lightweight Indian clubs helped me develop my wrists. I used to swing the clubs with the pitching motion every morning and evening for five minutes, and I believe that is what gave me the wrist development for delivering a fast ball. I stopped doing this when the season began, for it isn't

ON THE LEFT: The famous Lefty Grove, his body loose and flexible yet under full control, preparatory to winding up. ON THE RIGHT: Lefty Grove again, a moment later.





FAST STRAIGHT BALL: SIDE VIEW

FAST STRAIGHT BALL: FRONT VIEW

CURVE: BREAKS OUT

CURVE: DROPS, BREAKS DOWN AND OUT

attitude, one that tends to make young pitchers less anxious about the base-runner and hence less likely to feel the nervousness which is often reflected in their control when bases are occupied.

I don't encourage my pitchers to learn how to throw a slow ball, also known as a change of pace. This is too difficult a pitch to acquire. Big league pitchers usually don't use it until they've been in the league a long time and have started to lose their stuff. I advise young pitchers to concentrate solely on their fast and curve balls.

Another important thing a pitcher should know is when not to give a batter a good ball. Many young pitchers get careless when they have the count on the batter at two strikes and no balls. They try to sneak the next one over on the batter for a strike-out. This is contrary to the rules a pitcher should follow. With the count two and nothing on the batter the pitcher should make him bite at bad ones for two pitches, at least.

Suppose there are runners on second and third and one out. The batter, of course, is up there to hit the ball safely; therefore, he should never be given a good ball. If the pitcher does walk him there is no harm done; in fact the situation is improved for it means that there is a force play at every base and an excellent chance for a double play.

THERE is another play where the pitcher plays an important part. Suppose there are runners on first and second with no one out. Nine times out of ten the batter can be expected to make a sacrifice bunt. If the pitcher is alert he may be able to stop this play and force the runner at third. There is only one thing for him to do in such a situation and that is to cover the third-base side of the infield. The first baseman should play in close, with the second baseman ready to cover first; the third baseman is ready for a play at his base, while the shortstop should hold the runner on second, close to that base. After delivering the ball the pitcher should move toward the third-base side of the infield. If the ball comes to him, then it requires fast judgment on his part to decide whether to throw to third or to first. In many cases he will be able to catch the runner coming into third.

If a team has a pitcher with an extremely fast ball the outfielders should alter their positions. The average player batting against a fast-ball pitcher can be expected to hit the ball late. For that reason the right fielder should play more to the right and deeper than ordinarily on a right-hand hitter and the left fielder should move a little more toward center. The positions are reversed when a left-hander is at bat.

A high school team should not use many signals, not more than four or five at the most; i.e., steal, hit-and-run, sacrifice, squeeze play, and delayed steal.

In connection with the delayed steal I want to mention a play that I have used at Columbia with an unusual amount of success. It isn't difficult to execute, if the players understand it correctly. It is best used when a team needs a run badly. The following would be the ideal situation in which to use it: a team has a man on first and third with two out. As the pitcher has the ball in his hand on the mound preparatory to his delivery, have the man on first take an unusually big lead, so big that he will draw a throw to first from the pitcher. As soon as the pitcher throws to first the runner should streak for second at full speed. He never goes all the way down to second, but halts suddenly about ten feet from the bag, intending to get caught in a block. The first baseman in the majority of cases will throw the ball to second. In the meantime, the man on third is wide-awake, watching his chance to get home. His lead should be as big as possible, without endangering his chances to get back to third safely if a play is made on him there. The instant the man on third sees the first baseman release the ball toward second he should dash for the plate. In nine cases out of ten he will score safely, if he is reasonably fast, because of the throw to second and then the long throw from second to home. If the defensive team decides to play the runner who was on first, then it is necessary for the latter to jockey between the bases long enough without getting caught, to allow the runner on third to score. The play requires good judgment on the part of the two runners, but if well maneuvered it will bring excellent results.

THE delayed steal mentioned in the last paragraph can also be started when the catcher has the ball, with the runner on first again taking a big lead to draw a throw from the catcher to first. The play then goes through in the same way as before, the runner on third watching his chance to race home the instant the first baseman throws to second in an attempt to catch the runner off first who, having succeeded in tempting the catcher to throw to first, runs for second base and does his best to avoid being caught if the defense is so unwitting as to continue to play on him with the runner off third carrying a potential run in his dash for the plate.

The play has an immense psychological value. I remember several occasions when my team worked this play successfully, and shook the morale of the opposing players.

The best way of breaking up this play is to have the second baseman play about ten feet away from his base toward first, attempting to catch the runner on his way down before the latter has a chance to create a block. The first baseman has to think quickly on this play. He should

(Continued on page 32)

Track Practice Requires Color

By DOUGLAS A. FESSENDEN

Mr. Fessenden is coach of football and track at Fenger High School, Chicago. Previously he coached at San Antonio and Brownsville high schools in Texas, where his teams won State championships; his relay teams broke records; his boys won individual championships at the national interscholastic meet held by the University of Chicago. A member of the University of Illinois track team in 1922, '23, and '24, Mr. Fessenden set the Illinois indoor track record for the quarter mile, 50.4 seconds, which still stands.

PROBABLY no more serious task confronts the high school track coach in his effort to build up a team than that of making practice interesting for team members. Track practice necessarily becomes routine. The nature of the sport prohibits much variation. It is obviously impossible to use such game-like setups as are available to the football, basketball or baseball coaches, and, as the season progresses, the preparation for each successive meet is likely to become more and more colorless.

It is apparent that some device which will sharply indicate the relationship of practice and meet performance would be of value. To this end I have found the use of individual progress charts more than worth the trouble it takes to keep them up.

These charts are issued to each member of the track squad immediately after the preliminary training season. From this day on each practice race is carefully timed and the performance recorded on the card. At the end of the week the time made in the meet is also recorded. With field men the procedure is slightly more complicated, but practice distance and heights are also recorded with the meet performance each week.

I have found that the charts serve two very definite purposes. In the first place the track man becomes interested in the quality of his practice. He becomes conscious of the grade of work he is doing, and notes his progress from week to week. He also realizes after the third or fourth meet that his meet performance will correspond quite definitely to the quality of the preceding week's practice. In addition he is likely, because of enhanced interest, to become a little keener in judging his pace. A runner who simply goes through the motions of running his designated practice distance from Monday to Friday seldom develops into an acute judge of speed. In the case of middle distance and distance runners

this is a distinct shortcoming. A different man should set the pace each practice so that everyone will be accurately clocked at least once a week.

IN THE second place the charts give the coach a gauge by which to check the amount of work he is doling out. It is customary to prescribe overdistance at least twice a week during the middle part of the season. A quarter-miler, for example, generally runs a three hundred on Monday, a six-sixty on Tuesday and Thursday, and a quarter on Wednesday. Work for other races is graded up and down correspondingly. After a few weeks

Also Some Remarks on Relay Racing and Baton Passing

value in intelligently bringing a promising athlete to the front.

AS INDICATED above it is considerably harder to keep an accurate practice record for field men. The week's work is seldom for distance or height. Rather they work to develop form, or improve form. Moreover, my field men rarely practice their specialty more than two times a week. This is also true to a somewhat lesser extent of hurdlers and sprinters. However, I have found that by urging the utmost cooperation on the part of the athlete the difficulty may be surmounted even here. There is always a certain distance or height that the performer is able to attain which is just below his best effort. It is at this mark that he does his practice work. This I realize will appear rather vague at the outset, but by careful observation and with the cooperation of the athlete it may become perfectly definite. A beginning high jumper, for example, will probably find that he can clear four feet, ten inches without too great an effort, but on moving the

bar up to five feet the effort becomes marked. Four feet, ten inches should then be marked on his card for that week. During the succeeding two or three weeks his ability will probably improve until he finds that he can clear five feet, two or three inches without expending his best ability. One of the most difficult things in the world is to keep a field man from attempting to set new records with every workout. They must be held at the graded level and allowed to improve this level gradually.

Sprinters and hurdlers running practice races may be timed and their records marked down. Starts, finishes, and hurdling practice cannot conveniently be recorded.

PRACTICE during the entire track season generally falls into three large divisions. The preliminary season, the middle season and the late season work. As an average the preliminary season consists of three weeks, with the first meet coming at the end of the third week. During the first two weeks the work is practically the same for every one, light running, exercises, and baton exchanges. I have found that a great deal of valuable work for relay teams may be accomplished during this time. The men must

SUGGESTED COLOR CHART

NAME, John Jones. EVENT, 440. AGE, 17. WEIGHT, 155. DATE, April 6, 1932				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	MEET
300-34:1	660-1:35 2/10	440-56	660-1:35	Hyde Park 54: 5/10
300-34	660-1:35	440-55: 7/10	660-1:35	Tilden 54: 1/10
300-33:9	660-1:34 1/10	440-55: 1/10	660-1:34 3/10	Bowen 53: 7/10
300-33:3	660-1:33	440-55	660-1:33 1/10	Austin 52: 5/10

have passed, the coach usually can glance over the charts and make fairly accurate diagnoses of individual troubles. The average boy will improve steadily on the group schedule, but here and there a runner will be found whose performance is gradually going down, or at least failing to improve as it should during the middle season.

These boys should be taken off the regular schedule and given special work. In most cases it will be found that they cannot stand hard work. Some runners can turn in their best races on a minimum of work, and fail miserably when the preceding week has been hard. Other men thrive on overdistance. There is no means of isolating these cases other than by experimentation and careful checking of records. A slim, frail-looking runner is quite as likely to be the one who needs the extra work and a husky stalwart-appearing athlete may be able to do his best on practically no work at all. Failing the proper type of practice work many a potential State champion runner has unquestionably been lost.

If the track coach is fortunate enough to get his athletes out during their first year of eligibility, these charts kept from season to season will prove of inestimable



Exchange used in relays over a half mile. The lead runner is holding his right arm back, palm up and inward. He had kept his eyes on the baton until the very instant of the touch-off and is now turned forward. Note the outgoing runner at the pole. His palm is up and outward, and he is still eyeing the baton

do the jogging anyway, and by putting them in series around the track and sending a baton around they get just about the right amount of running and walking. They must be cautioned not to attempt to sprint, but to simply maintain an even pace throughout the entire exchange.

At the end of the third week they go on their middle season schedule. At this time progress charts are made out and given to each man. To save trouble each man keeps his own records and brings them to the coach once a week to be checked. The card can be inexpensively made of white cardboard. It should be inscribed with the boy's name, age, and weight. It must be dated. I make a practice of issuing monthly cards. In this way each card will have the practice and meet records for each month of the season. Columns of Mondays, Tuesdays, Wednesdays, Thursdays, and Saturdays are indicated by squares. In these squares the boy writes down his race and resultant performance.

The middle season is really the developmental one. A track athlete should show more improvement during this period than he does at any other time during the year. It should last for six weeks. Failure to improve both in meet and practice performance during this time is definitely indicative that something is wrong. Either the athlete is getting wrong work, or else outside influences are affecting him. The coach should check both possibilities.

It is essential that some form of competition should be provided weekly during the middle season. Failure to do so is likely to result in a pronounced falling off of interest. More than one meet a week is equally dangerous. A high school track athlete will begin to slip late in the year if too much early season competition is provided.

The middle season practice should in most cases be predominately overdistance. At least two overdistance workouts a week

should be given. A great deal of attention should be paid to form, starts, and finishes. The coach should watch the athletes carefully and the moment an athlete shows any indication of reaching a plateau of performance during the middle season he should be taken off the regular schedule.

The proper schedule for late season work is the most difficult of all. In practically every instance the athlete will have attained a plateau in his improvement. At least he will be going forward very slowly. The problem is to keep him from going backwards.

Except in individual cases overdistance work should be dropped. No practice should be scheduled at all on the day preceding the meet.

Field men should be watched with the utmost vigilance. Excessive midweek effort is likely to be fatal to their meet performance, especially during the later part of the season. Radical falling off of performance in any individual should indicate a week's layoff and the result should be carefully recorded on the athlete's card for future reference.

At the end of the season all cards should be filed away. The coach will then find when he starts his next team that he will not only have a very definite gauge by which to appportion his practice work, but that the track men themselves will also have a standard by which they can intelligently measure their improvement.

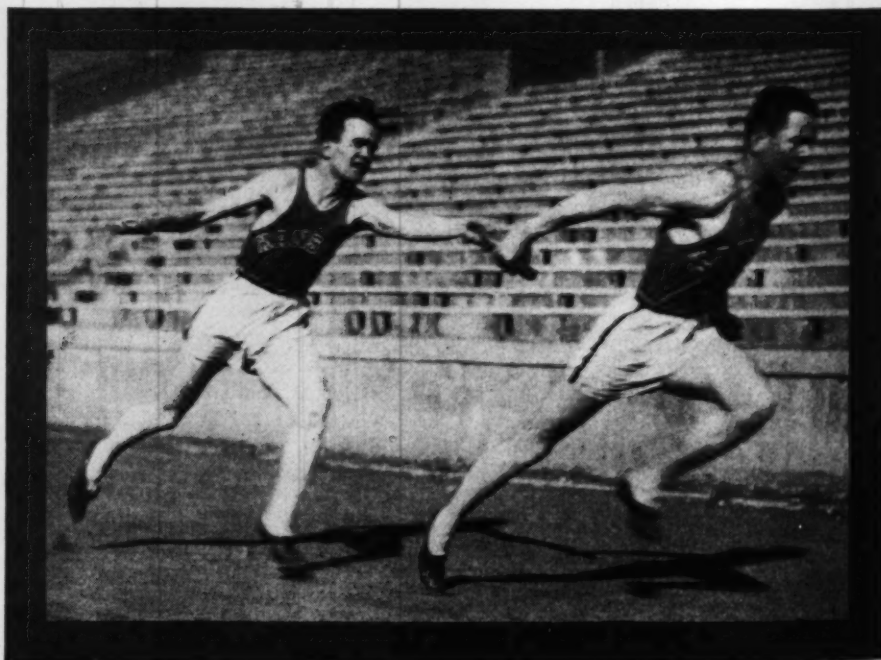
PLEASE PASS THE BATON

THE success of a relay team, especially when participating in sprint events, is dependent to no small extent upon perfect baton passing. An object moving at the same rate of speed as the incoming relay runner and maintaining the same rate of speed throughout the exchange should neither move ahead nor fall behind the outgoing runner when he leaves the twenty-yard exchange zone.

Baton exchanges fall into two large classes—the blind pass used in sprint relays and the sight pass used in longer events. There are a number of different types of sprint passes, most of which are good when properly executed. The major requirements are that the timing be good and that both runners be moving at top speed when the exchange is effected. Nearly all coaches use the same pass for relay races over a half mile.

Although the possibility for variety in blind passing is apparently almost inexhaustible, the majority of teams employ one of three methods. Insofar as I know there

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An excellent example of the palm-down method of exchanging the baton in sprint relays. Both runners are moving at top speed. The incoming runner's left arm is fully extended at the end of the upward thrust by which he has delivered the baton

The Olympic Games

By ALFRED E. PARKER

Mr. Parker is director of physical education at Berkeley, Calif., High School.

WHEN the Olympic games are staged in Los Angeles this summer, the event will be the continuation of a story that started back in 776 B.C. That first Olympic contest was a simple affair consisting of foot races run over a 210-yard course, the winner of the final heat being the victor. The story develops rapidly, though, for only a few years later the games were held at Olympia every four years, amid the wild acclaim of thousands of spectators.

A stadium and hippodrome were constructed near a sacred enclosure, one side of the Hill of Cronus forming a portion of the stadium, which offered standing room (no seats were provided) for 40,000 persons. Most of the events were held in the stadium, the chief contest in the hippodrome being the chariot race.

Preliminary to the games the contestants were required to spend ten months in conditioning their bodies. It was quite a usual occurrence, as well, for the athletes to use the thirty days just prior to the games in intensive training. Among the majority of participants this training period was taken seriously, a real effort being put forth to prepare their bodies for the gruelling physical contests they competed in.

THESE training periods were necessary, too, because of the hard contests that followed. The athlete who came out of the games without injury to his body was fortunate. This was true not only because the competition was keen, but also because an athlete was compelled to compete several times during a day. In fact the events were run off in rapid succession, the boxers and wrestlers often being required to finish by the light of the moon.

In the earlier ancient games only men were allowed to take part, but at a later date special games, held separately from the regular games, were conducted for women contestants. The women participated in three races: one for very young women, one for women slightly older,



*"WHAT MEN OR GODS ARE THESE? . . . WHAT MAD PURSUIT? . . . WHAT WILD ECSTASY?" PHOTOGRAPH OF A GRECIAN VASE (ABOUT 330 B.C.) IN THE METROPOLITAN MUSEUM OF ART

and one for older women; and, historians relate, the women ran with their hair flying loose, wearing a tunic reaching to the knees.

Among the most popular contests were the wrestling and boxing matches. These matches were far from being gentle slapping contests, and the results were often even more bloody than our bloodiest pugilistic bouts. There was the wrestler Sostratus, for example. He possessed a special knack of grasping his opponent's fingers and gradually bending them until they broke. One historian in describing this method writes: "Sostratus' method was not nice, but it brought him twelve victories at the Isthmus and Nemæa, two in the Pythian games and three at Olympia."

THEN there was Arrhachion, another wrestler. Arrhachion had won from all comers until in the final round he met a small man who, after much feinting, suddenly jumped astraddle of him, gripping his neck and shoving his knees into the larger man's body with all the power he possessed. Arrhachion fought to prevent the wind from being pressed out of his body, but he fought a losing battle, for he fell dead in the arena.

Practically all who read this article would probably agree that they are glad many of the events of the ancient Olympic games have not been handed down to modern times. Such an occurrence as

took place when a certain ancient athlete named Damoxenus contended for a boxing championship would not be countenanced in light of modern sportsmanship. Creugas and Damoxenus had fought for hours for the championship, neither being able to win. Darkness was descending rapidly, so they agreed that each should take one last independent blow. Lots were drawn and Creugas dealt the first blow, but to no avail, for Damoxenus was able to weather it. Then Damoxenus administered his blow. He struck into the soft flesh just below the ribs, holding his fingers outstretched as he did so; and as his hand penetrated Creugas' side, he ripped out his competitor's bowels.

We are told that the judges were disgusted! Never again was Damoxenus allowed to compete. And the crown was presented to the dead Creugas.

GLAUCUS was a farmer lad who also possessed unusual physical strength. He was ploughing one day when the ploughshares came off, and not waiting to obtain a hammer, he pounded the shares into place with his hand. His father, who saw this feat, entered him in the boxing contests at the next Olympic games. Being quite unskilled, however, in the art of boxing, Glaucus was forced to take a severe beating until the frantic father shouted: "Glaucus, the ploughshare! Remember the ploughshare, my son!" Hearing and following

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FROM A GRECIAN VASE (ABOUT 330 B.C.) IN THE METROPOLITAN MUSEUM OF ART

*Keats: "Ode on a Grecian Urn".

Interscholastic, Intercollegiate, World's Records

For Extra Copies of This Table Check Large Coupon on Page 30 and Send to SCHOLASTIC COACH, 155 East 44th St., New York, N. Y.

	○ NATIONAL INTERSCHOLASTIC RECORD	● NATIONAL INTERCOLLEGIATE RECORD	□ WORLD'S RECORD
50-YARD DASH	5.4s. Borden, Hyde Park H. S. (Ill.), 1898 Eckersall, Hyde Park H. S. (Ill.), 1903 May, Rochelle, Ill., 1905 Harrison, Crane, Ill., 1906 Southard, Edwardsville, Ill., 1919	NO INTERCOLLEGIATE RECORD	NO WORLD'S RECORD
100-YARD DASH	9.8s. Nelson, Volkmann, Mass., 1908 Hoyt, Greenfield, Ill., 1913 Carter, Chicago Univ. H. S., 1914 Pearson, North Central, Wash., 1916 Tolan, Cass Tech, Mich., 1927 Metcalf, Tilden Tech, Ill., 1928 Wykoff, Glendale, Calif., 1928 Metcalf, Tilden Tech, Ill., 1929	9.4s. Simpson, Ohio State, 1929 (starting blocks) Meier, Iowa State, 1930 (starting blocks) Wykoff, So. California, 1930	9.5s. Eddie Tolan, U. S. A., 1929 (see note below)
220-YARD DASH (around one turn)	21.4s. Eugene Goodwillie, Chicago Univ. H. S., 1923	NO INTERCOLLEGIATE RECORD (around a turn)	NO WORLD'S RECORD (around a turn)
220-YARD DASH (straightaway)	21.1s. D. J. Bennett, Libbey H. S. (Toledo, Ohio), 1928	20.6s. Locke, Nebraska, 1926 Simpson, Ohio State, 1929 (starting blocks)	20.6s. Roland Locke, U. S. A., 1926
440-YARD RUN (around one turn)	48.2s. Herbert Moxley, Central H. S. (Columbus, Ohio), 1928	47.4s. Meredith, Penn., 1916 Dismond, Chicago, 1916 Williams, So. California, 1931	47.4s. Ted Meredith, U.S.A., 1916
440-YARD RUN (straightaway)	48.2s. Frank Sloman, Polytechnic H. S. (San Francisco), 1915	47s. (Paced) Maxey Long, Columbia Univ., 1900	NO WORLD'S RECORD ON STRAIGHTAWAY
880-YARD RUN	1m.55s. J. E. Meredith, Mercersburg Acad. (N. J.), 1912	1m.52.2s. Meredith, Penn., 1916 Edwards, N. Y. U., 1929	1m.51.6s. Dr. Otto Peltzer, Germany, 1926
ONE-MILE RUN	4m.23.6s. Ed. Shields, Mercersburg Acad. (N. J.), 1916	4m.12.4s. Ralph Hill, Oregon, 1930	4m.10.4s. Paavo Nurmi, Finland, 1923 (see note below)
TWO-MILE RUN	9m.51.4s. Allen Swede, Mercersburg Acad. (N. J.), 1918	9m.17.8s. T. S. Bernia, Cornell, 1912	9m.1.4s. Edwin Wide, Sweden, 1926
120-YARD HURDLES	15s. J. Welsh, Pasadena, Calif., 1927 K. Sandbach, Emerson H. S. (Gary, Ind.), 1931	14.4s. Sentman, Illinois, 1931 Anderson, Washington, 1930 (starting blocks)	14.4s. Thomson, Canada, 1930 Wennstrom, Sweden, 1929 (see note below)
220-YARD HURDLES (around one turn)	24.4s. Cory, Chicago Univ. H. S., 1913 Loomis, Oregon H. S. (Minn.), 1916 Kimball, Deerfield Shields H. S., 1920	23.8s. C. R. Brookins, Iowa, 1924	NO WORLD'S RECORD AROUND A TURN
220-YARD HURDLES (straightaway)	23.5s. A. Oliver, Roosevelt H. S., Dayton, O., 1931	22.8s. R. C. Rockaway, Ohio State, 1929 (starting blocks)	23s. C. R. Brookins, U. S. A., 1924
RUNNING HIGH JUMP	6ft.6in. Willis Ward, Northwestern H. S. (Detroit), 1931	6ft.7 1/4 in. W. C. Haggard, Texas, 1926	6ft.8 1/4 in. Harold Osborn, U. S. A., 1924
RUNNING BROAD JUMP	24ft. 1/2 in. L. Schrimsher, Main Ave. H. S. (San Antonio, Tex.), 1931	25ft.10 7/8 in. De Hart Hubbard, Michigan, 1925	26ft. 1/8 in. S. Cator, Haiti, 1928
POLE VAULT	13ft.4in. John Wonsowicz, Froebel H. S. (Gary, Ind.), 1930	14ft. Sabin W. Carr, Yale, 1927	14ft.1 1/4 in. Lee Barnes, U. S. A., 1928
12-POUND SHOT PUT	58ft.10in. Elwyn Dees, Lorraine H. S. (Kansas), 1930	NO INTERCOLLEGIATE RECORD (16-lb. shot—Rothert, Stanford) 52 ft., 3/4 in., 1930	NO WORLD'S RECORD (16-lb. shot—Hirschfeld, Germany, 1928) 52 ft., 7 1/2 in.
DISCUS THROW	154ft.6 1/2 in. J. C. Petty, Kaufman H. S. (Texas), 1931	167ft.5 3/8 in. Eric Krenz, Stanford, 1930	163ft.8 3/4 in. Eric Krenz, U. S. A., 1929 (see note below)
JAVELIN THROW	205ft.1 1/4 in. J. H. De Mers, Sand Point H. S. (Idaho), 1927	220ft.11 1/4 in. K. M. Churchill, California, 1931	232ft.11 5/8 in. E. H. Lundquist, Sweden, 1928 (see note below)
RELAY—440 YARDS	42.4s. Glendale H. S. (Calif.), 1928	41.1s. Univ. of Kansas, 1931	41s. Newark A. C., U. S. A., 1927 (see note below)
RELAY—880 YARDS	1m.28.2s. Polytechnic H. S., Los Angeles, 1931	1m.26.5s. Univ. of Kansas, 1931	1m.25.8s. Univ. Southern California, U. S. A., 1927
RELAY—ONE MILE	3m.21.4s. Hollywood H. S. (Calif.), 1929	3m.14.3s. Stanford, 1931	3m.13.4s. U. S. A. Team in England, 1928
RELAY—TWO MILES	8m.9.3s. Deerfield Shields H. S., Highland Park, Ill., 1931	7m.42s. Georgetown, 1925	7m.41.4s. Boston A. A., U. S. A., 1928

Interscholastic and intercollegiate data from Spalding's N.C.A.A. Track and Field Handbook, 1932.

World's record data from Spalding's 1932 Athletic Almanac.

Gene Venzke, Pottstown, Pa., High School, ran one mile in 4m. 10s. in New York, 1932, indoors.

George Spitz, New York Univ., high jumped 6 ft., 8 1/2 in. in New York, 1932, indoors.

Indoor performances are not recognized for acceptance as world's records by the International A.A.F.

○ Approved by National Federation of State High School Athletic Associations.

● Approved by National Collegiate Athletic Association.

□ Approved by International Amateur Athletic Federation at Berlin, 1930. See notes below for world's records pending.

NOTES ON WORLD'S RECORDS PENDING: The following records will be submitted to the International A.A.F. at its meeting in Los Angeles this summer.

100-YD. DASH—9.4s., Frank Wykoff, U.S.A., 1930.

440-YD. RUN—47.4s., Ben Eastman, Victor Williams, U.S.A., 1931. Eastman ran the 440 in the unprecedented time of 46.4s. on the Stanford Univ. track, March 26, 1932.

ONE-MILE RUN—4m. 9 1/5s., Jules Ladoumègue, France, 1930.

120-YD. HURDLES—14.2s., Percy Beard, U.S.A., 1931.

DISCUS—169 ft., 8 7/8 in., Paul Jessup, U. S. A., 1930. 167 ft., 5 3/8 in., Eric Krenz, U.S.A., 1930.

JAVELIN—239 ft., 3 1/4 in., Matti Jarvinen, Finland, 1930.

RELAY, 440 YDS.—40.8s., Univ. Southern California, 1931.

Plan for a High School Health Council

The White House Conference on Child Health and Protection emphasized the necessity and importance of concentrating all efforts upon the growth and development of the whole child. With this thought in mind the New York City high school principals have been requested to organize a Health Council within their schools to be composed of members of various departments whose subjects have a direct relationship to health. The outline which follows was prepared by a committee of high school teachers under the chairmanship of two members of the Health Education Department to assist the Health Council in each high school in organizing its work. It is in keeping with the newer trends in health education.

A. W. F.

THE general purpose of the Health Council is to stimulate a health conscience in everyone within the school organization.

The five hours of the high school day, and the nineteen hours which the student spends in the home and the community, should be in harmony with, and should conform to our present-day knowledge and understanding of the growth and development of the whole child.

Objectives of the Health Council:

1. To teach pupils the art of healthful living through the 24-hour day.
2. To provide all the members of the school faculty with the present-day knowledge of child growth and development.
3. To help the school utilize all the opportunities during the time the child spends in school, and to provide him with experiences to live healthfully.
4. To assist in providing high school students with better types of school buildings, equipment and custodial service that will lead to desirable ways of living.
5. To furnish members of the faculty with a knowledge of the opportunities students find at home for healthful living.
6. To mobilize available community and public health resources for guiding the student in healthful behavior.
7. To emphasize the responsibility of every member of the school faculty in matters leading to better health.
8. To study, evaluate and determine the available resources that may contribute to the program of health education.
9. To coordinate the contributions of all departments in the school to the health program.
10. To survey and supervise school health conditions.
11. To assist students to graduate free from physical defects, and with a wholesome attitude toward positive health.

Personnel of the Health Council:

The members of the Health Council should be appointed by the principal, who should be an officer ex-officio. The following are suggested:

A member of the administrative staff; the health counselor; representatives of the various departments concerned in promoting the health program, such as health education, biology, civics, home economics, psychology, custodian-engineer, delegates of student organizations. The health counselor should act as the executive chairman of the Council.

Functions of the Health Council:

(a) HEALTH SERVICE

The Health Council should formulate a plan to enlist cooperation of school and extra-school agencies for the protection and conservation of pupil and teacher health.

Examples:

1. Cooperation between the health counselor and class teachers in the follow up of individual health problems.
2. Necessary school adjustments for pupils who are readmitted following illness.
3. Special attention to nutrition, posture, behavior, or other health considerations.
4. Utilization of available clinical or social service agencies.
5. Follow up leading to correction of physical defects of all entering and graduating high school pupils.

(b) CONTRIBUTIONS TO HEALTH TEACHING BY VARIOUS DEPARTMENTS:

In addition to courses in hygiene and health education in the high school curriculum, there are several subjects of instruction directly related to health. The Council should endeavor to coordinate the health content in such correlated subjects of instruction.

The following examples suggest means and material to reinforce the specific hygiene courses.

1. The administrative staff can secure speakers and films on health topics for assemblies; obtain space in school publications; organize campaigns and give other publicity to the program.

2. The department of health education can teach the health significance of periodic examinations, the importance of correcting physical defects, the value of correct health habits, and the health values of swimming activities, rest, first aid, diet, and fresh air, sunshine and immunization against preventable diseases.

3. The biology department can emphasize physiology, bacteriology, and the like, and can contribute many scientific principles underlying health teaching.

4. The departments of chemistry and physics can emphasize the significance of the principles underlying ventilation, temperature, sunlight, vision, the action of acids, alkalies, ferments, and poisons.

5. History and civics can supply the important series of facts concerning public health and sanitation.

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(Continued on page 26)



The Problem of Teaching Rhythmics in the Secondary School

By MARY JO SHELLY

PHYSICAL education in the secondary school has characteristically included some form of rhythmics for girls. Rhythmics for boys ordinarily cease with the first strong manifestations of boyishness, on the assumption that the two do not belong together. The assumption has never been critically tested, but it must be accepted as prevalent, if dubious. For girls, then, of the several classes of rhythmics, folk dance is the form found most continuously present from the first grade on. Recently tap dance has been introduced at about fifth grade to supplement and sometimes to supersede folk dance. Social dance appears sporadically or not at all as a school function. Anything directly akin to free dance as it was described in these pages usually ends with the third grade dramatic games and free rhythms. If it reappears in secondary school, it frequently differs fundamentally from the form described.

It is doubtful if present practice is based upon any serious estimate of a proper rhythmic unit for secondary schools. Rather, common observation suggests that folk and tap dance have been found relatively easy to teach, though whether this attitude leads to first-rate teaching is an open question.

Evaluated by modern educational criteria, this curriculum is insufficiently rich in creative materials. In order to foster that interest in rhythmic activity which is the birthright of every normal child, a broader and better integrated unit must be provided. The elementary school is responsible for laying a secure foundation of skills, a responsibility which as yet it does not discharge. Nevertheless the secondary school cannot surrender a desirable activity because it receives students lacking in preparation for advanced activity. It must enlarge its own rhythmic unit to supply the lack by including another more flexible and creative form of dance than folk or tap with their primarily fixed content and limited range of expression, to the mutual advantage both of new and old forms.

THE present dislocation between elementary and secondary school rhythmic units raises the question of requiring instead of allowing election of this unit. If a proper sequence were maintained, the secondary school might safely proceed on a basis of individual differences. For not every girl enjoys dancing any more than every girl enjoys competitive athletics; and whereas competition carries even compulsory athletics along after a fashion, a bored or reluctant dancer

produces a bored or reluctant dance of no use to anyone, least of all herself. The validity of individual differences always depends upon an assurance that such differences are themselves valid and not merely evidences of caprice or prejudice unsupported by sound experience. Therefore, for the time being, the secondary school may well require minimum participation on the basis that the girl thereby reaches a rational point of choice concerning further participation.

This orientation level of the secondary school rhythmic unit should include folk (advanced), tap, social, and free dance. The time devoted to each and the standards of achievement must at present be locally determined, although it may be noted that rhythmics require no less time allotment than do athletics if real learning is to take place.

By referring the reader to the two preceding papers, a few general comments about free dance—the unknown quantity in the unit outlined—can be made. Obviously no series of papers can supply the values of first-hand experience.

The crux of the teaching problem, for an activity which is determined as desirable, is always the stimulation of interest. Interest in expressive rhythmic movement is a normal human trait which, even if undeveloped by exercise, gives the teacher something to start from. The fact that we tend to find satisfaction in things we do well, suggests the point of attack, which is to lead individuals to the acquisition of dance skills. Many teachers expect girls to dance solely out of some vague emotion, perhaps aroused by hearing emotional music. Emotion is not a substitute for skill in any field. Rather than depending upon her own powers of arousing an overflow of feeling, the teacher should be glad to depend upon concrete materials which can be controlled. The function of emotion in free dance is to give color and texture to forms constructed with the tools of movement and the tools of rhythm and music.

THESE tools, as discussed last month, are not peculiar to dance. They derive from common experience, and are taken over and treated in dance style. Whatever motor skill the girl already possesses should serve her directly in dancing, surely a sane standard and one the teacher should welcome. Instead of working for grace through invented, imitated movements, the dancer works for integrity in conveying a meaning through strong, whole-body action in which she feels at home. Self-conscious-

ness comes from a sense either of inadequacy, which is reduced by acquiring usable skill; or of appearing ridiculous, which is eliminated by adopting the girl's own viewpoint toward what makes sense. The day when dance themes must depict either prettified forms of nature or edifying allegories has passed. Today girls are encouraged to dance what they know; and if their taste is faulty, it can at least be molded, whereas all one can do with superficial imitativeness is to eradicate it. Dance themes, then, should be as realistic and as simple as dance movement is direct and strong and natural.

IF DANCE is to be creative, girls must make their own dances. Teaching composition instead of compositions is the harder way. All creative teaching is harder. It is far simpler for the teacher to memorize set patterns out of a book. Fortunately there are almost no books of free dances. Arranged dances used as examples have a value, especially under pressure of time, but the finest dance ever made by someone else cannot serve one in the same way as a far cruder product of one's own adventures in applying simple tools. The teacher must do two things: she must find devices for bridging the gap between technique and composition; and she must be willing to wait, to let the girl criticize for herself as well as to offer honest suggestions. Usually the girls are less impatient to attain virtuosity than is the teacher to have them. The old necessity for producing elaborate dance recitals must give way to simple, relatively unrehearsed reviews of the work done over a period. These should include technique as well as dances, and the guests should come in a spirit of sharing in a group project. In addition, dance should make its contributions to any project of the whole school where it suits the situation.

In leading into composition, technique itself should be built into units which take on expressive color. Technique is not exercise, it is the raw material of composition. No true movement is without meaning; the teacher can reveal meaning even in the simple pendulum-swings of basic technique. Variations of accent, of tempo, of ratio between parts of a single movement, as well as the linking of several single movements into a movement-phrase, all point the method. Finished dances should not be expected of the novice; rather she should be led to combine units of technique, to improvise with these in various rhythms, and to

(Continued on page 32)



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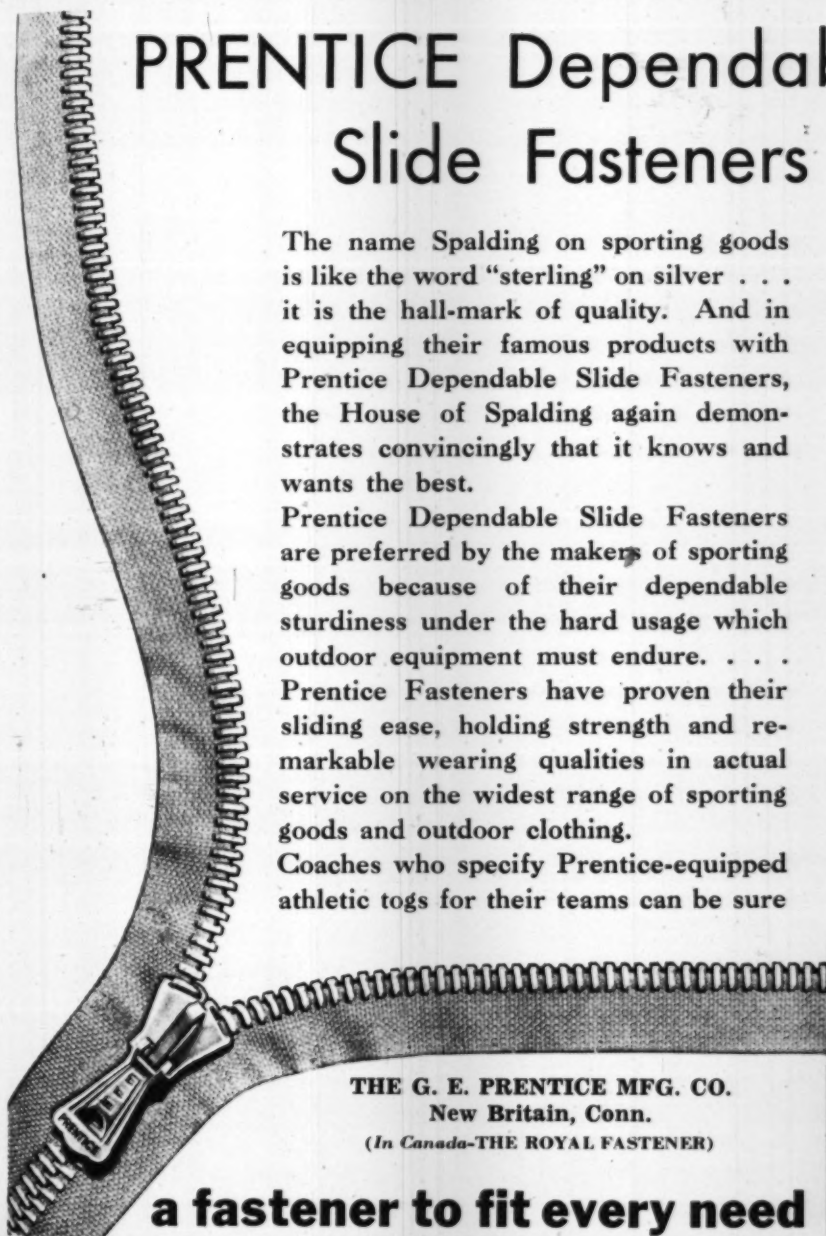
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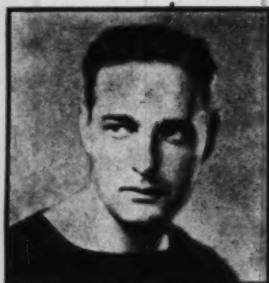
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(Continued from page 17)

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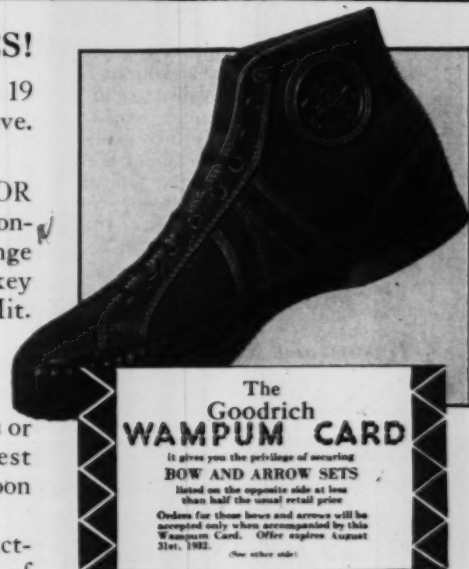
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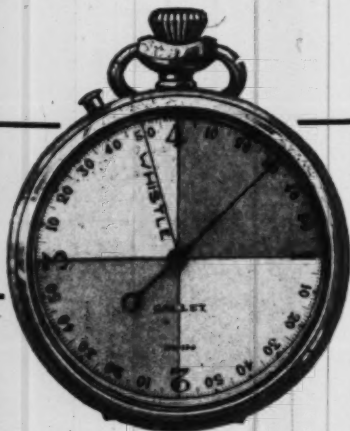


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The organization deals exclusively with high school athletics, and its constitution states that the "purpose of this society shall be to foster higher scholarship among boy athletes, to stimulate a desire for balanced training, to elevate the ideas of sportsmanship, and to develop more outstanding leaders in the secondary schools of the United States."

The control of this organization is vested in an advisory committee of forty-eight members who are elected by the principals of the high schools in the organization. An annual meeting of the society is held at the same time and place as that of the National Association of Secondary School Principals. The society also has an executive committee, chosen from the members of the advisory committee, and these consist of president, three vice-presidents, treasurer, executive secretary and retiring president.

In order for a boy to be eligible to membership in the society he must meet these three requirements:

1. He must earn an athletic letter in one of the four major sports—football, basketball, baseball, and track, or in two minor sports.
2. In his scholastic work he must average for three consecutive semesters a mark equal to or higher than the general average of the school.
3. He must exemplify, in the opinion of the principal and faculty, the highest type of citizenship and sportsmanship.

Membership in the society is recognized by a certificate and a gold emblem consisting of a large letter "S" with a small letter "A" designed in it, and having the shape of a key. The school receives its charter without cost and the certificates are used without cost since the sum of three dollars, paid for each emblem, takes care of these expenses. There are no further individual dues for the members of this organization.

Track Athletics

by

Lawson Robertson
and Edward R. Bushnell

Lawson Robertson's work with Olympic track teams and at the University of Pennsylvania is familiar to all followers of sport. No coach, by experience or by results, is better qualified to write on the development of a good track man and the formation of a well-rounded team. Mr. Bushnell is associated with Mr. Robertson at the University of Pennsylvania.

Illustrated. \$2.50

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Charles Scribner's Sons, New York

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Only bureau in U. S. for coaches and physical directors. Covers entire country. College vacancies on file now. High school openings start in March. Many jobs combine athletics and academic work.

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F. L. BROWN, Mgr.

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POSITION WANTED

Athletic coach and director with five years high school experience wants position. Has coached football, basketball, and track; taught physical training, science, and mathematics. Also has one year experience as principal of high school of over 200 enrollment. Age 26. Write X-54, *Scholastic Coach*, 155 East 44th Street, New York, N. Y.

Each year the various schools that are members receive a large poster on which are listed the names of the boys who have been extended an invitation to membership in the organization. All communication with the society is carried on through the executive secretary, who, at present, is L. K. Davis, Springfield High School, Springfield, Ill.

HONORABLE MENTION

By REBECCA STUTSMAN, 16
Dearborn, Mich., High School

Now, glory's given to the first
And pity to the last;
But never any word to us
Who saw, but never passed
The final goal; beheld the prize,
But could not quite attain;
Ah, tragic ones indeed are we,
The neither crowned nor slain.

DUBOW

FOOT BALLS AND BASKET BALLS

Make Coaching Easier And Playing Better . . .

As a Coach or Athletic Director you no doubt easily realize that the balls your teams use go a long way in making your work simpler and your players' game better.

The ever increasing number of Coaches and players who are switching to Dubow Basket Balls and Foot Balls speaks highly of the kind of service these balls are rendering. For Dubow Foot Balls and Basket Balls are made to help the players' game. Their reliability and performance is such that they give confidence to the player and improve his playing.

Further, you will be interested to know that Dubow Balls are priced low enough to meet your most economical present day budget. It will indeed pay you to switch over to Dubow Balls.



D35



DHB



D45

D35

Dubow's Basket Ball APPROVED BY THE NATIONAL FEDERATION OF STATE HIGH SCHOOLS ATHLETIC ASSOCIATION. Made of the finest selected pebbled grain cowhide specially tanned for this purpose. Double lined with the highest grade of materials, all seams inside, rounded and flattened down and reinforced at ends with hand sewing. Equipped with an improved type of valve bladder easily inflated. Each ball is inspected at the factory by a representative of the National Federation.

DHB

High School Regulation. . . . An excellent basketball for High School games. Made the same as the "D35" but not built up to the standard of the "Approved" ball. An unusually good ball for the price. Many schools order a few of these when they place their orders for the NATIONAL FEDERATION APPROVED basket balls.

Only Three Dubow Balls Are Shown in This Advertisement
There Are Many More Dubow Models
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Dubow's NATIONAL FEDERATION APPROVED FOOTBALL conforms in size, weight and shape to the specifications as decided upon by the Football Rules Committee. Made of the highest quality pebbled grain cowhide especially tanned for this purpose. Double lining of highest grade fabric; equipped with an improved type of valve bladder easily inflated. Each ball is inspected at the factory by a representative of the National Federation.

Purchase and Care of Equipment

By WILBUR C. NEFF

Ohio Study Shows That the Coach
Decides on Equipment to Be Used

This is the third of the series of five articles by Mr. Neff (principal, Miamisburg, Ohio, High School) dealing with various phases of the administration of high school athletics. The fourth article of the series will appear in the September SCHOLASTIC COACH. Mr. Neff's findings are based on 200 questionnaires returned by Ohio high schools.

THE supervision of playing fields and gymnasiums has many different phases of work connected with it. It may be said that this work, in all its phases, is generally assigned to the coach in all types of high schools. The personnel concerned with this work is shown in Table I, with the exception of those which scattered the tasks to janitor, police, and others.

The general supervision of fields and equipment is very largely in the hands of coaches, and this is as it should be, probably. However, the question of the need of a faculty manager arises at this point. In city schools, Table I shows that there is a tendency for him to have some duties in respect to the management of equipment, but the majority of this group of schools assign it to the coaches. Efficiency in the management of equipment would seem to point to the faculty manager rather than the coach, for a laxity on the part of the coach to check up when equipment is handed out or returned, due largely to the coach's dislike to penalize for materials lost or stolen, will result in many losses to the school. It would seem that this task belongs to the faculty manager who is not connected with the boys in the relationship in which the coach finds himself.

IN THE use of the gymnasium and gymnasium apparatus, much of the work is assigned to the athletic director instead of the coach. He is not listed in

TABLE I

*PER CENT OF SCHOOLS HAVING THE PRINCIPAL, FACULTY MANAGER, OR COACH CONCERNED WITH THE SUPERVISION OF PLAYING FIELDS AND GYMNASIA AND WORK RELATING TO THEM.

Work of Personnel	Types of High Schools								
	78-City			33-Ex. Village			89-County		
	Coach, Mgr., Prin.	Coach, Mgr., Prin.	Coach, Mgr., Prin.	Coach, Mgr., Prin.	Coach, Mgr., Prin.	Coach, Mgr., Prin.	Coach, Mgr., Prin.	Coach, Mgr., Prin.	Coach, Mgr., Prin.
Play fields in use.....	56.4	19.3	2.6	63.6	12.1	3.0	74.2	5.6	4.5
Conditioning of playing fields	25.6	23.1		45.4	12.1	12.1	50.6	2.2	4.5
Gymnasium in use	48.7	1.3	1.3	75.8		9.	60.7		
Gymnasium apparatus	33.3			75.8	3.	9.	46.1		
Distribution of team equipment	55.1	29.5		90.9	6.1	3.	96.6	5.6	1.1
Records of team equipment....	50.	44.9		78.7	12.1	6.1	79.8	12.4	
Repair'g and stor'g equipment	55.1	37.2		81.8	21.2	6.1	70.8	15.7	

*This Table will not total 100 per cent since some schools have more than one person doing this work.

TABLE II

*PER CENT OF SCHOOLS HAVING VARIOUS INDIVIDUALS OF THE PERSONNEL CONCERNED WITH THE PURCHASING OF NEW ATHLETIC EQUIPMENT.

Personnel	Types of High Schools								
	78-City			33-Ex. Village			89-County		
	** (1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)
Superintendent			3.8		9.	21.2	12.4	16.9	56.2
Principal		2.6	43.6	9.	30.4	48.5	9.	14.6	23.6
Coach	75.6	78.2	9.	84.8	69.7	12.1	74.2	66.3	9.
Faculty manager	15.4	10.3	15.4	6.1	6.1	21.2			
Athletic director	7.7	6.4	11.5				12.4	2.2	6.7
Athletic board		1.3	14.1	6.1	9.				
Board of education					6.1				
Not reporting	1.3	1.3	1.3						

** (1) Recommends; (2) Selects; (3) Approves.

*This Table will not total 100 per cent since some schools have more than one individual concerned with this work.

Table I, for it is only in respect to these two items that he was concerned with this work. However, in the city schools he has charge of the gymnasium in 36 per cent of the schools and the gymnasium apparatus in 58 per cent of the schools. In the exempted village schools he receives no mention in connection with this work, and very little mention among county schools.

The purchasing of new equipment for athletics is in the hands of various individuals in all types of schools. The work of buying new equipment was checked by determining the personnel that recommends, selects, and approves purchases of new equipment, and the results are found in Table II.

The recommendation of the purchase of new equipment is definitely in the hands of the coach in all three types of schools, and the selection of the equipment also belongs to him. As we should expect, however, he has little to do with the approval of selections since this prac-

tice is designed for the purpose of serving as a check upon the coach's recommendations and selections. In city and exempted village schools it is the work of the principal to approve purchases, and in the county schools, it becomes the task of the superintendent.

This practice is sound, of course, but it would seem that the faculty manager, the athletic treasurer, or the athletic board should be given some consideration here. If the principal approves purchases without being acquainted with the needs of the team and the condition of the treasury, his approval will mean very little. Unless he has been closely connected with the athletic affairs of the schools, he is hardly qualified to perform this work wisely. The approval of the faculty manager, as a prerequisite to that of the principal, might be more efficient practice.

ANOTHER task which is closely connected to the purchase of new equipment is a record of used equipment on hand. Among city and exempted village schools the practice is almost unanimous, 98 per cent of the city schools and 97 per cent of the exempted village schools checking that they did make inventories. The record is not so good among county schools, 84 per cent making inventories. It would seem that this is a very necessary practice, one which would be of great advantage in county schools where the personnel concerned fluctuates greatly from year to year.

The inventory is usually taken at the close of the season, probably at the time when equipment is cleaned and stored. However, some few schools make an inventory at the close of the year.

(Continued on page 28)

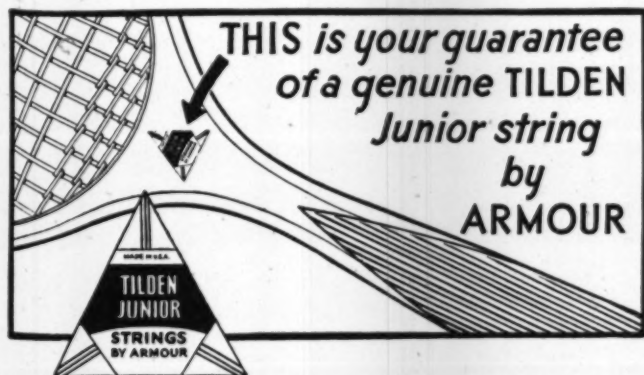
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Don't fail to write for your free copies of Tilden's new booklet "Fundamentals of Tennis" to distribute to your students.

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A FRANK TALK about This Business of PUBLISHING BOOKS

With the first issue of SCHOLASTIC COACH we began a series of advertisements bringing to your attention the complete line of books we publish on *Health and Physical Education, Athletics, and Dancing*. We have been gratified to receive the response you have accorded these advertisements. We are now planning our advertising for the coming year and are contemplating taking large space in every issue of SCHOLASTIC COACH in 1932-33. Our decision in this matter will be greatly influenced by your reply to the question we have framed below. We will value your cooperation and hope you will feel free to give us any suggestions that may come to your mind.

The question is—

"Do you want to know of the latest books published on subjects relating to HEALTH AND PHYSICAL EDUCATION, ATHLETICS and DANCING through our advertisements in the SCHOLASTIC COACH?"

You will find a coupon below and if you will answer the above question we will be your debtor.

You will remember that we have advertised THREE NEW BARNES CATALOGUES in previous issues. We trust that by this time you have received the catalogues you requested. If you have not received them please check the coupon below and they will be sent forthwith.

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THE LOS ANGELES OLYMPIC STADIUM AT NIGHT

The Olympic Games

By ALFRED E. PARKER

(Continued from page 11)

out parental advice, Glaucus proceeded to strike a last and devastating blow, a blow which arrived between his opponent's eyes and knocked him unconscious. After this first experience Glaucus was wise enough not to compete again until he had learned the art of boxing.

At the conclusion of the ancient games the victors received their awards, consisting of a wreath made of the leaves of the sacred wild olive tree. When the victor returned home he was acclaimed with much pomp. Dressed in a purple robe and riding in a chariot drawn by four white horses, the hero was treated to a homecoming comparable to the return of a Byrd or a Lindbergh.

Once an Olympic champion, a man no longer worried about his living, for not only did some of the cities present the victor with 500 drachmae (\$85.00), but they permitted him to board in the Prytaneum the rest of his life. Eighty-five dollars does not seem like much today, but in ancient times a single drachma would buy a sheep or an ox, and five hundred of these coins was a sum not to be shunned.

With each Olympic games contest the athletes began to think more of the monetary reward, a fact that later led to the downfall of the games, for with money prizes came professionalism and a change in the athletic morals. Victory merely as an accomplishment, or the result of a fine physical body, no longer thrilled the athlete with money prizes running high. One athlete received as much as 3,000 drachmae (\$610). After a time the ancient Olympic games, because of the corruption caused by professionalism, faded

from the picture of real life into the realm of history.

FOR centuries after the ancient games were given up they were only a matter of history. Then one day a French boy, seventeen years old, had several precocious thoughts. This boy, Pierre de Coubertin, was dissatisfied with the character of the French people. His people, altogether too many of them, lacked stability of character. What could be done about it? This question repeated itself many times as Coubertin grew into manhood.

In early manhood Coubertin traveled in England and America, and his journeys awakened him to the fact that in England at many of the schools the youth were changing: good interests were taking the place of bad interests. The same thing was happening in America. And the reason for this change Coubertin found in the increasing participation in outdoor sports, in sports of a highly competitive nature where the participants had to give and take, and where right sportsmanship became a habit. It was a moral awakening!

Enthusiasm filled Coubertin as he watched this phenomenal happening among the youth of England and America. Determined that his own people should have a similar awakening, he devoted his life to the cause. His efforts to introduce outdoor sports in France were opposed on every side: always by those who believed in the Germanized system of physical training, and always, too, by those who argued that Coubertin was trying to Anglicize France with these

games. Then came a revolutionary suggestion from Coubertin. In 1892 he suggested the modern Olympic games.

FRANCE received the suggestion with contempt; Germany scoffed. Germany's archeologists had unearthed the past at Olympia, but to revive those ancient games—a poet's dream! Even Great Britain and America did not receive the idea heartily at first. Nevertheless, Coubertin persisted.

Coubertin worked tirelessly for the establishment of the modern Olympics. He caused a gathering to be held to discuss the proposition, and a decision was reached to have the first modern games at Athens in 1896. M. Averoff, a wealthy Greek merchant of Alexandria, furnished funds for the restoration of the ancient stadium, which was reconstructed in first-class shape, the lining of the stadium being of Pentelic marble.

In the first modern games eleven nations competed in fourteen events. Nine of these events were won by the United States athletes, who for the most part, were members of the Boston Athletic Association and of the Princeton University track team. In the discus throw R. S. Garrett won, even though he had never seen a discus before his arrival in Athens.

The second series of Olympic games were held at Paris in 1900. Again the United States carried off the palm, seventeen of the twenty-three events being won by her forty-five competitors.

In the third Olympic games, too, held at St. Louis in 1904, the United States was victorious, winning all but two events. At the St. Louis games, however, there was a decided lack of international flavor, the Atlantic Ocean offering a sufficient barrier to keep many athletes at home.

AT THE 1908 games, held in London, rivalry between the United States and England was keen. Indeed it was so keen that in the 400-meter race Lieutenant Halswell of England claimed that four opponents from the United States boxed him in. The British judges agreed to the accusation, and Carpenter, of Cornell, the winner, was disqualified. An effort to rerun the race was made, but the United States captain refused to let his men run again and Halswell was declared the winner.

Stockholm made elaborate preparations in 1912 for handling and entertaining the Olympic athletes. One change was a different starting and timing system. At St. Louis in 1891 an electric timing system had been tried which started a watch at the finish line when the gun was fired and caused the watch to stop when the winner hit the tape. The Stockholm officials had a contrivance

(Continued on page 29)

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Riddell Track Shoes Are Equipped with Interchangeable Spikes



N—Blue back Kangaroo running shoe. School price, \$4.00.
S—Yellow back Kangaroo running shoe. School price, \$6.50.



K—Blue back Kangaroo field shoe. School price, \$5.50.
J—Yellow back Kangaroo field shoe. School price, \$7.50.



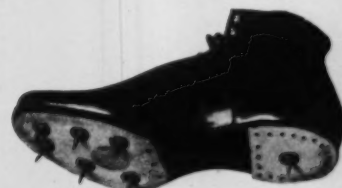
KX—Blue back Kangaroo cross country with $\frac{3}{4}$ " spikes and cushion heel. School price, \$6.00.
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KY—Blue back Kangaroo long distance running. A walking shoe. An indoor board track shoe. No spikes. School price, \$6.50.
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A single spike for Hammer Throwing can be put in the tap of any of the above shoes.
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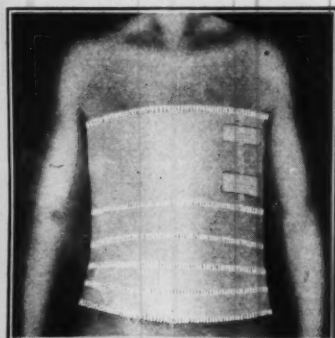
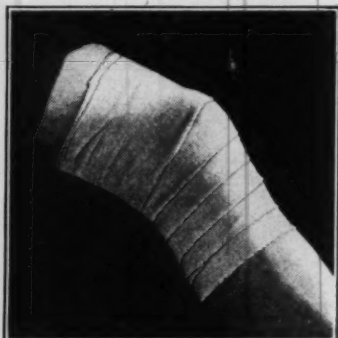
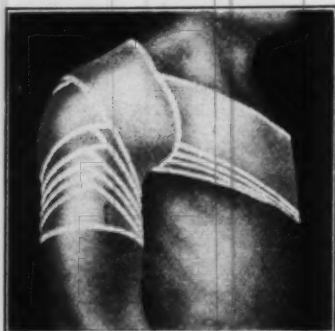
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ACE Manual on Prevention and Treatment
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Plan for a High School Health Council

(Continued from page 13)

10. Director of lunch room: Diet in relation to nutrition and health.

(c) SPECIFIC TRAINING IN HEALTH PRACTICES:

Every situation in a pupil's school life furnishes opportunity for teaching the correct practices of health habits. The Council should make definite the responsibility of the various teachers and school officers, and should plan to enlist their cooperation in training pupils in correct health habits, both general and specific.

Examples:

1. All teachers should check posture, personal neatness, ventilation, lighting, temperature, cleanliness.

2. Official teachers in their daily inspection can observe and make personal suggestions as to untidiness, neglected injuries, uncorrected physical defects, apparent illness, etc.

3. Students' organizations may cooperate in many ways in establishing good sanitary practices.

4. Those in charge of lunch rooms have extensive opportunities to check health practices, diet, and nutrition.

(d) SCHOOL SANITATION:

The Council should formulate plans by which the general sanitary condition of the school building is maintained at its highest possible level. Cooperative efforts should be organized to improve conditions, as for example: cleanliness of school building, condition of toilets, lunch rooms, rest rooms, and other public rooms; facilities for personal cleanliness, ventilation. Teachers and pupils should cooperate with the custodian-engineer in these matters.

(e) ORGANIZATION OF PUPIL HEALTH ACTIVITIES:

The Council should encourage school projects and pupil participation in the health program.

Examples: Sanitary squads, first aid clubs, health assembly, school health drives and surveys, health and hygiene club, study of unsanitary conditions in the immediate neighborhood of the school.

Functions of the Health Counselor:

The health counselor should act as executive of the Health Council. He should receive reports concerning bad health practices and violations of the sanitary code from teachers, custodian-engineer, and pupils.

He should cooperate in planning individual school adjustments based on the medical examination reports. When necessary, he should counsel with pupils and confer with parents.

He should supervise the daily health inspection made by official class teachers. Cases of illness, readmissions, excuses from school, bad personal hygiene, elevator passes, the work of the visiting nurse, the emergency rest room and other special adjustments should be in his charge.

He should arrange for the care of accident cases and other similar emergencies.

The Health Office:

The office of the health counselor should be in the clearing house for adjusting the health problems of the school community.

It should be located in or near the health education center for easy coordination with the activities of the department of health education.

The health office should be open continuously for consultation and care for emergencies.

BASKETBALL INVENTORY

By R. H. HAGER

Mr. Hager is Supervisor of Physical Education of the Public Schools of Tacoma, Washington; is widely known as the originator of "Percentage Basketball", and author of the book bearing that name. He is a member of our Editorial Advisory Board.

IN "BIG BUSINESS" outside of sports, or, I might almost say, other than sports, it is customary to take stock at the end of the year.

Many very obvious mistakes of the season just past may reappear in the succeeding season unless definite mental resolutions are made and these mental resolutions supplemented by a few pertinent written suggestions.

Each basketball coach has some place where he keeps basketball material to which he refers occasionally. See to it that your suggestions for another season are filed away with this material that you are bound to drag out with the dawn of a new season.

You have in your scorebook for the season just past material which is as valuable to you as any textbook you ever read on basketball. Study this book carefully. See how many teams you outscored from the field and still lost to, through the medium of foul tosses. How many free throws did your

team have compared with your opponents? What percentage of your free throws were good compared to your opponents' attempts? If you apparently fouled more than the teams you played, study the possible causes. See if it was a general team weakness or if it was caused by one or two players. If it has been some particular players, think back through these games and recall the types of fouls made by the heavy offenders.

Study the individual games carefully. Most coaches can read into the lines of a scorebook most of the details of each contest. As you review these games try and remember the flaws in each which were due to faulty coaching. Did your team lose basketball yardage in any of its games because you failed to acquaint them with the rules of the game, both new and old, or with the proper team ethics of sportsmanship? Did you ever allow poor officiating to disorganize you and your team's morale? If you did, now is the time to analyze values. Do you think it is your privilege to be disagreeable just because you know you are right? What is the value you put on your attitude now, not about the official but about your own and your team's disorganized frame of mind?

Study your season as a whole. When did you reach your peak of form and success? What effect did your training period have on your team? Study carefully the causes for weakening because of injuries, sickness or ineligibility.

Examine your type of offense and defense. Were they scientifically correct or did your success hang by the thread of luck and superior fighting spirit? An attack to be scientifically correct must get the maximum results from the squad you have at hand. It does not always mean a championship team. It means that the lost motion is reduced to the minimum. It means that your defensive play is in keeping with a good offense and that your offense is good enough to keep your defense from becoming as useless as a savings bank for which you have lost the combination.

If you have been using floor plays from a set formation, make note of those plays which have carried the ball into paying territories.

In this season's memorandum be sure to write something about the offense and defense and dangerous players on the teams of your traditional opponents.

WHY . . . WHOLE WHEAT?

Because in *whole wheat* grain the nitrates, phosphates and protein content of the wheat berry are wholly retained . . . and they are vital for the building and maintenance of health.

Because in *whole wheat* grain, the vitamins which aid the body in utilizing the mineral salts are present in quantities sufficient to aid in building resistance to disease, preventing undernourishment and deficiency diseases — promoting health.

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NEW FOOTBALL RULES

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THE RULE and DETAILED EXPLANATION

1. THIGH GUARDS must be covered with $\frac{3}{4}$ -inch felt or sponge rubber. The rule applies to slip-in thigh guards—used in pockets in pants and to thigh guards attached to harnesses.

2. KNEE PADS must be made of soft yielding substance such as felt—sponge rubber—Kapox or Shearling. The use of fibre or hard moulded leather is prohibited, even though covered with protective materials.

3. ELBOW PADS in Jerseys must be of soft material. The use of fibre or hard leather is prohibited, even though covered with protective materials.

IMPORTANT

Shoulder Pads, Helmets, and Hip Harnesses ARE NOT AFFECTED by the new rule. YOU CAN USE YOUR PRESENT STOCK OF SUCH ARTICLES JUST AS THEY ARE. We understand that manufacturers will make some changes in Shoulder Pads for 1933, but your present equipment is absolutely O. K. for 1932.

HOW THE RULE AFFECTS YOU IN 1932

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Purchase and Care of Equipment

By WILBUR C. NEFF

(Continued from page 22)

Except in city schools, the work of making the inventory seems to belong to the coach exclusively. The faculty manager is given this work in many city schools, and it seems that this might be considered good practice. At least, he should have some knowledge of the inventory after it is taken, and perhaps the task should be considered one to be worked out by these two individuals.

The inventory should be placed on file each year, and this is done in most of the high schools. It is usually filed in the office of the superintendent or principal, and sometimes in the office of the coach. Copies should be on file in all three offices, and this would prevent the loss of the only copy in existence, at the same time affording opportunity for all three men to study it at their leisure and make recommendations concerning it.

In general, the work concerned with the care and purchase of equipment is rather definitely assigned in some instances, while in many cases there seems to be much confusion and little unity. The coach is probably given more work than he should have in the care of equipment. The relationship of the faculty manager to equipment does not seem to be established in many schools. It would seem advisable to place all of the work concerning equipment directly in charge of the faculty manager and make him responsible. In the purchase of equipment, the athletic board or principal should have an approval to give, of course.

Coach Everett Dean's Basketball Statistics

Everett Dean, coach of basketball at Indiana University, compiled some statistics from a number of college basketball games played this season by Indiana, Notre Dame, Northwestern, Illinois, Minnesota, Iowa, Purdue, and Pittsburgh, in which the average number of play situations were found to be as follows:

There are a total of 108 interruptions in the average basketball game.

The actual playing time of an entire game is 29 minutes, 30 seconds.

The longest playing periods without stops average 2 minutes, 22 seconds.

The shortest playing period without a stop is one second.

There are twenty-two fouls in the average game.

There are nineteen jump balls in the average game.

There are thirty-one center jumps in the average game.

The average number of free throws is fourteen.

The average number of out-of-bounds is thirty-eight.

Eighteen baskets are the average number scored per game.

Milder Penalty

The 1932 penalty for illegal use of the hands by players on defense, in football, has been changed from disqualification and loss of half the distance to the goal, to loss of fifteen yards.

The Olympic Games

(Continued from page 25)

which started the watch in the same way—when the starting gun went off—but an official pressed a button to stop the watch at the finish of the race. As in previous games the United States was again winner, Finland being second, and Sweden third. Twenty-seven nations were represented.

No games were held in 1916 during the World War, but they were renewed in 1920 at Antwerp. The United States won but with only nine first places. Other nations were beginning to learn something about intensive training such as was practiced by the American athletes.

THE 1924 games, at Paris, were won by the United States, also. There was dissatisfaction, though, on the part of the United States athletes, because of the housing conditions. Similar discontent was in evidence in 1928 when the games were held at Amsterdam. The Daily Express of London in commenting on the 1928 games said: "The British nation, intensely interested in sport, is profoundly uninterested in the Olympic games." Coubertin's hopes that the Olympic games would bring about international sportsmanship were beginning to topple a bit. Objections of various kinds began to announce themselves. There were too many kinds of competitions; skiing and rugby were too sectional—not enough nations were familiar with these sports. There were other statements from the Daily Express editorial writer such as:

"So far from encouraging nations to like one another more, the Olympics are never held without leaving behind them a trail of resentments and suspicions and disputes."

Such was the general opinion at the close of the games in 1928. Now four years have passed. Former resentments have more or less been forgotten. This year will see the Olympic games for the second time in the United States; and Los Angeles will entertain the visiting athletes in true Los Angeles fashion. Dissensions have apparently been forgotten. Everyone seems eager for the big event.

SCIENCE has made it possible to stage the Olympics this year in a manner heretofore undreamed of. The visiting athletes will find an Olympic village where they can live in houses like those to which they are accustomed in their home country; where food will be familiar, where every living condition will be as near like those of home as can be provided.

The athlete this year will find himself competing in a stadium seating 125,000 spectators. A system of communica-

tion tunnels will prevent the mingling of athletes and spectators, and will also prevent any confusion between contestants who are in competition and those who are entering or leaving the playing field. The tunnels lead beneath the stands, while stairs lead up to trap doors which open onto the field.

As in the past, the 1932 games will be opened with the parade of nations, a procession of hundreds of athletes each carrying the flag of his nation. They will pass in review before the section containing the Olympic officials and the diplomatic representatives of the participating countries. And above the officials' section will be hoisted the Olympic flag

together with the Olympic torch. Athletes of many nations will compete. Then it will be, as it always has been in contests since the beginning of man, that each individual's sportsmanship will be tested. Whether or not dissensions will arise between athletes will be largely a matter of the frailty of human nature. It is to be hoped, however, that this year will see a renewed effort on the part of all athletes to come to a better understanding of each other through international competition. Then we can say of the Olympic games that they have resulted in the fulfillment of a great ideal which is exemplified in sportsmanship and in good will.

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BASKETBALL RULES CHANGES

Already one of the fastest of all games, basketball will be speeded still further as a result of changes in the rules made by the Joint Committee at its annual meeting April 9. The two most important changes are designed to put a stop to stalling. The new rule reads:

"A two-inch line known as the center line shall be drawn laterally across the court, bisecting the center circle; when a team obtains possession or control of the ball in its own back court it must advance the ball over the center line within a period of ten seconds, unless the ball has been touched by an opponent, in which case a new play results and timing begins again when possession and control is regained in the back court; when the ball has been advanced over the center line it must not be returned back over the center line until a try for goal has been made or possession of the ball has been lost.

"When the offensive team obtains possession and control of the ball in its offensive half of the court or if the offensive team shoots for the basket and recovers the ball it may pass the ball back over the center line but once.

"The penalty for failure to comply with the foregoing sections constitutes a violation and the ball goes to opponents out of bounds at the nearest side line.

"Rulings on touching the center line shall be made in accordance with the present practice in regard to out-of-bounds decisions.

"Touching the center line shall be construed as over."

The other rule relating to the free-throw lane and circle is worded as follows:

"When a player gains possession of the ball in the free-throw lane with his back to the basket he must throw or dribble the ball out or try for a basket within three seconds."

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Track Practice; Relay Racing

By DOUGLAS A. FESSENDEN

(Continued from page 10)

is no generally accepted terminology by which these exchanges may be identified. Palm-up, palm-down and the palm-back exchanges seem to me to be as satisfactory as anything else for this purpose and at least mildly descriptive.

The palm-up exchange is executed by holding the right arm rigidly back, palm up and fingers extended outward as much as possible. The thumb should be held well down to avoid interfering with the clean transfer of the baton. The baton is delivered by a downward thrust of the incoming runner's left arm. The palm-down exchange is made by holding the right arm back, but on a lower plane than assumed in the first method. The palm is down and the fingers out. The baton is delivered by an upward thrust of the incoming runner's left arm. In executing the palm-back exchange the right thumb is placed on the hip, palm back and fingers pointed outward. The baton is delivered between the forefinger and thumb by an upward thrust.

Irrespective of which method is used it must be remembered that the responsibility of the actual transfer rests upon the incoming runner. Once started, the outgoing runner has only to hold his right hand in position and concentrate on getting around the track. He never looks back. The incoming runner's arm should not be extended too soon. He must be cautioned not to hold the baton out until by a natural continuation of his arm motion he can extend his left arm fully, lean forward, and place the baton in his team-mate's hand. Timing is purely a matter of routine practice. However, in practice it is well to have the men work in their regular relay order. Each man should become accustomed to the individual peculiarities of the men with whom he will actually make the exchange in the race.

Of the three methods outlined above I prefer the first. It seems to me that a downward thrust can be made more accurately than an upward thrust, and when the loss of split seconds may mean defeat, accuracy is really important. Aside from this single factor there is little ground for choosing between the first and second methods. Both, I think, are better than the palm-back exchange. The incoming runner must approach too closely to his team-mate when using this exchange, and in the advent of poor timing is in danger of jostling him. Moreover I believe that it is a little more difficult for the outgoing runner to grasp the baton firmly when taken in this manner.

The distance relay or sight exchange is effected with the greater responsibility falling upon the outgoing runner. He starts slowly, his right arm held behind him, the palm either upward and outward or upward and inward. He looks backward as he goes and grasps the baton as soon as it comes within reach. The speed of the incoming runner will naturally vary, and it is therefore the duty of the man receiving the baton to gauge his speed by that of his team-mates. The tendency to veer to the right when receiving the baton while employing this exchange may be checked by simply glancing forward an instant before turning back to receive the baton.



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Young Pitchers

By ANDREW J. COAKLEY

(Continued from page 8)

take a hasty glance toward third to see that the runner there hasn't started for home.

I think it is a good idea for the coach to sit on the bench and let his players take the first- and third-base coaching lines. A player can learn a lot of baseball on the coaching lines and should be taught to help the runner all he can.

Rhythmics

By MARY JO SHELLY

(Continued from page 14)

build short sketches which may eventually be fitted together to make a longer form. Elements of form learned in folk dance are useful here: simple, organically related patterns using space and the members of the dancing group as problems additional to the problems of rhythm and movement.

In elementary composition, it is wise if not imperative, to have flexible accompaniment. The responsibilities and restrictions of employing only arranged music stifle experimentation on this simple level. If improvised music is unavailable, percussion is the best device. With percussion, girls cannot only experiment freely, they can create their own rhythms from which to develop units of movement.

Briefly, then, the problem of stimulating interest in dancing is best attacked by seeing it as a progressive process of presenting simple, workable tools; and of leading the girl to use these in terms she understands and accepts. In this light, teaching dance is very much like teaching athletics, except that the end result is a creative form instead of a standardized game. Only by accepting the problem as one of this order can dance be made both education and art. Dance which is truly dance is also truly educational.

Sports Promotion in Mexico

The radio will now be used to assist Mexico's sports movement. The Ministry of Public Education has ordered the department of physical education to broadcast a series of weekly sports programs of an informative nature. The broadcasts are to be used to impart instruction in the several sports being emphasized. These sports include baseball, basketball, football, and tennis.

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